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ABSTRACT

The report presents the rationale and plan for Phase I of a projected six-month study of the problems associated with the coordination of migrant services. Objectives of Phase I were to produce a preliminary planning guide which provided a compendium of research, survey, and demonstration projects at the state and national levels, included a plan for a short term study and assessment with a time-table of scheduled tasks for implementation of the plan, and identified legislation affecting the migrant farm population. The study plan was designed around four major areas: education, health, employment and job training, and other social services. Each of these areas was studied in terms of Federal, regional, state, and local applications. The research design was a basic 4x5 matrix, with each cell examined across five levels of participation and involvement: Federal, state, regional, local and individual (the migrants themselves). Each cell also represented a major study objective. The main research thrust was to determine which cell indicated success toward coordination or magnified lack of coordination. To facilitate discussion of the study plan, each major activity is discussed in terms of an objective; pertinent information, rationale for inclusion, funding data, etc.; proposed task statements; and schedule of tasks. Also included are a brief discussion of the relevant legislation, the review of literature on coordination, a 70-item annotated bibliography, and brief descriptions of six Federal agencies which provide funding for adult and family programs. (NQ)

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A Plan for Analysis and Recommendations

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Coordination: Migrant Services

RC010174

A PLAN FOR ANALYSIS AND RECOMMENDATIONS

Interregional Coordination:

Migrant Services

Submitted To: INTERREGIONAL MIGRANT COMMITTEE

Through

Federal Regional Councils:

Dallas and Chicago

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

Consultant

Austin, Texas

July 12, 1973

PREFACE

This report is the result of research sponsored by the Dallas and Chicago Federal Regional Councils. The primary objective has been to develop a rationale and plan for a projected six-month study of the problems associated with the coordination of migrant services.

The Councils have envisioned the study as a "multiphased approach designed to bring about effective action on an interregional basis." Phase I resulted in the study plan presented herein; Phase II will consist of detailed analysis and action recommendations; Phase III will be actual coordinative activities. Memoranda detailing the background for this project and the conceptual framework agreed upon by the Councils are included in an appendix to this document.

This study arises out of a need perceived by the Regional Councils for the improvement of programs and services for migrants and their families. Specifically, the Councils perceive the need for coordination of current programs and careful planning for coordinating future programs. A basic assumption is that programs and projects for migrants have not received adequate coordination across federal, regional, state, and local levels. Diffuse and often redundant programs have been the result. Inadequate cooperation has mitigated against communication, hence lessening interaction concerning the successes and failures of programs serving migrants.

Intraproject evaluation such as that called for under Section 507 of the Education Amendments, Title I, 1972, has accomplished little more than assessments of individual programs. Legislative mandate has not sought to bring together the resources of the several federal departments; regional, state, and local levels have often been unable or unwilling to address coordination. Attempts at the regional and state level have been largely

unsuccessful because of the complexity and numerous levels of agencies involved in administering these programs. A review of the literature reveals the following problems relating to coordination of those governmental services provided for by legislative mandate:

- The need to improve migrant services through local, state, and regional coordination.
- A lack of consolidation resulting in low project and program achievement or duplication of services.
- Inadequate planning of services having potential coordination.
- Interstate coordination characterized by such programs as teacher exchanges or by cooperative "studies" rather than by attempts to coordinate programmatic efforts or services. (The Migrant Student Records Transfer System is the exception.)
- Intrastate coordination efforts ranging from California's Plan to other states which have multiple agencies that deal with migrant problems and needs.
- Inadequate communication on the part of states which do have interagency coordination with other states.

The Regional Councils, therefore, authorized a planning grant to the Southwest Educational Development Laboratory for purposes of developing a systematic "plan of action" for the study of coordination among migrant programs and services that can serve as a national model for coordination of services to aid the migrant.

This document details the research plan as well as the scope and complexity of studying a subject as broad as migrant services. For purposes of this study, a "migrant" is defined as anyone who has moved from one area to another during the past year in order to seek or acquire employment in agriculture, including related food processing activities such as canning. Children of these individuals are also assumed to be migrants. Migrant programs or projects are, therefore, defined as publicly and privately funded efforts to study and/or assist individuals and families fitting the "migrant" definition. The term "coordination" is also loosely defined to include both

inter- and intra-program management practices. The scope of the research plan is detailed later in this report, but it should be noted here that programs and projects on all levels of government have been studied for further analysis.

The major extant migrant services are based in four areas: education, employment and job training, health, and social services. Although the principal focus of the research plan is on ongoing programs and projects, special attention is given to the influence of agribusiness on the above areas and on the living conditions of migrant families.

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Statement of Problem: Coordination of Services

A recent study estimates that there are some 1.4 million migrant workers in the United States today.[1] These people--Mexican American, Black, Indian, Puerto Rican, and Anglo--travel through all the states except Alaska, Hawaii, and Rhode Island in search of seasonal agricultural work. They are the poorest paid and poorest educated single group of workers in the nation,[2] and the results of this deprivation are manifested in a number of tragic ways. The migrant infant mortality rate is two and one-half times the national average.[3] The life expectancy of the Mexican American migrant has been estimated at less than 60% that of the average U. S. citizen, and he is twice as likely to die of an accident or an infectious disease.[4] Ninety percent of all migrants never finish high school; their average education level is fourth or fifth grade, and at the sixth grade and beyond the school dropout rate for migrants is approximately twice that of the population as a whole.[5]

Migrant health problems can be alleviated to some extent by social assistance, but most migrants do not know how to obtain this assistance, or even that it exists. A 1971 survey of programs funded under the so-called "Migrant Amendment" to Title I of the Elementary and Secondary Education Act found that while the health services available to the migrant population did vary--from excellent to abysmal--even the best of these services were reaching only a small fraction of the migrant children in the areas they covered. Less than one-fifth of the children in the surveyed programs were actually receiving medical or dental treatment, although examinations and immunizations had been provided to a somewhat greater number.[6]

In the area of education, the picture is equally bleak. As the itinerant workers follow the crops, their annual migration involves most members of the

family, since all except infants and very young children can help in the fields. Thus, from year to year, migrant children are forced to leave school early and return late, or not enter school at all. Continuity of education, or satisfactory completion of each grade, constitutes a major and critical problem in providing for the education of these children and helping them to prepare for a future in which the crops that yielded their parents' livelihood will be planted and harvested by machine.

Studies of migrant education in Texas conducted by the Southwest Educational Development Laboratory from 1967 through 1968 indicated that in primary school, entries and withdrawals of migrant children occurred throughout the school year. Enrollment patterns of secondary migrant students conformed more closely to school norms, but it was estimated that almost one-half of the eligible migrant students never entered the seventh grade, indicating the toll taken by discontinuity and other factors in the earlier years.[7] Results of these studies also suggested that specific techniques for alleviating discontinuity, such as ungraded programs, continuous progress programs, and use of materials of varying levels of difficulty, enhanced the migrant students' chances of academic success in the schools where these techniques were employed.[8]

In May, 1972, the Education Commission of the States' Task Force on Early Childhood Education published a report on early childhood programs for the migrant students.[9] The task force's study found that 16 states now had state-wide planning and coordinating migrant councils; five had two or more coordinating groups of this nature; and eight had single councils responsible for that portion of the state where migrant populations predominated. These groups were funded primarily by the Office of Economic

Opportunity. However, the task force again stressed the lack of and need for continuity in migrant programs, and made the following suggestions for achieving it:

(1) Arranging employment in trek for identified clusters of migrant workers;

(2) Encouraging the consistency of these clusters by providing them with special services;

(3) Developing special early childhood television programs that would be available to the migrants while in trek;

(4) Improving the transfer of information on individual migrant students--first working through the National Record Transfer System, in Little Rock, and then, possibly through the satellite communications (including a special migrant component) to be initiated late in 1973 by the Education Commission of the States and the Federation of Rocky Mountain States; and

(5) Settling out of the migrant workers while in trek and/or retention of these workers in their home base states.

In all aspects of the extant programs designed to meet the special and pressing needs of the migrant population, coordination appears to be a major problem. The survey of Title I programs further revealed that:

> In the projects...visited, program coordination to meet the needs of migrant families was lacking. Only three of...13 migrant education projects...visited provided all-day programs for migrant children for the full time their parents were working. In others, even where there were nearby day care centers under other auspices, no care was provided before or after school for young children enrolled in Title I migrant education projects. Children of all ages were left without supervision in migrant camps for several hours in the morning, and for a large part of the afternoon and early evening.[10]

Coordination of available services with migrant needs must be undertaken, in conjunction with education for the day when the migrant streams will be diverted into cities already unable to provide employment for the unskilled and the untrained. To this end, the following are posited as nation-wide goals:

A. To develop a systematic, sequential set of educational activities

which will optimize learning opportunities for migrant students both at home base and in trek.

B. To develop and implement realistic and meaningful parental involvement and adult education and training activities which will both ensure and maximize economic and social progress for all members of the migrant families.

C. To aid migrants in reaching available social services, and aid the social service agencies in reaching the migrants. To perform a contextual analysis of existing services and programs in order to identify gaps in these services and develop packages to fill them.

D. To develop a network of interstate educational and social service activities which will systematically attack the problems of migrants both at home base and in trek on a continuing 12-month cycle.

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Major National Legislation Affecting Migrant Workers and Their Families

Although the problems and needs of the migrant worker have been vaguely perceived for some time, only recently has specific legislation been directed toward assisting this target population. Major milestones in this legislation are indicated below:

Crew Leaders Registration Act of 1963 -- requires crew leaders to register with the Farm Placement Service of the Employment Security Commission.

Economic Opportunity Act of 1963 -- Title III-B provides for education for migrants and seasonal farm workers and for day care for their children.

Migrant Health Act (P.L. 87-962) -- provides for health services for migrant farm workers and their families.

Fair Labor Standard Act of 1963 -- 1967 amendment extends mimimum wage provisions to migratory farm workers.

1968 Housing Act for Agricultural Workers -- sets mimimum standards for housing to be used by migratory workers.

Five-year Eligibility Provision of 1968 (P.L. 90-247) -- modifies definition of eligibility to participate in programs for migrant children funded under P.L. 89-750.

Carry-over of Funds (P.L. 91-230) -- authorizes carry-over of funds approved for a state migrant program from the year in which allocated to the next succeeding fiscal year.

Elementary and Secondary Education Act of 1965 -- 1966 amendment (P.L. 89-750) provides for educational programs for migratory children of migrant agricultural workers.

Note: The proposed study will research the relevant state legislation, as well as performing an in-depth analysis of national legislation.

Review of the Literature

The literature on problems associated with migrant farm laborers has been reviewed to form a research-base for the proposed six-month (Short Term) study for the Chicago and Dallas Federal Regional Councils.* The focus of the proposed plan is the "interregional coordination of migrant services." Specifically, therefore, the literature has been researched for studies dealing with the coordination of migrant programs/projects and services. The term "studies" has assumed the broadest meaning to include reports of coordination efforts, evaluation of extant programs and projects that refer to coordinative aspects, and proposed or suggested systems for coordination.

Generally, all items appearing in ERIC since 1965 have been reviewed; additional sources, such as bibliographies, have also been studied. The most obvious research finding is the paucity of information on coordination or cooperative efforts in the area of migrant services. Secondly, the information that does exist is most often incidental to the major thrust of the study and/or report. Part of the summary that appears at the end of this section is therefore, of necessity, by implication or deduction.

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*The authors have intentionally excluded from this review the greater part of the literature that appears on migrant programs and services. This exclusion was done because migrant literature has been reviewed in greater detail in previous reviews and bibliographies. The authors would particularly recommend the ERIC Clearinghouse on Rural Education and Small School Publications, Migrant Education: A Selected Bibliography (3 Volumes, 1969, 1970 and 1971); A Synthesis of Current Research in Migrant Education (1970); and the monthly ERIC indices since 1971.

A. Review of Literature Relating to the Problems of Coordination

A search of ERIC and other sources does not reveal any specific study on the nature and problems associated with the coordination of migrant services on the regional, state, or local levels. The literature in general has posed the need for coordination, interstate and interagency cooperation, and consolidation of migrant programs. References, however, to coordinated (or cooperative) efforts are most often made as part of a report of a larger study on migrants.

As early as 1965 four state departments of education (Texas, New Mexico, Arizona, and Colorado) and four state universities made a study of migrant problems and urged that these problems be attacked with a cooperative four-state approach.[1] There were, however, no guidelines for cooperative action. A 1969 North Carolina University report dealt with the need for Adult Basic Education for migrants and discussed "interagency cooperation" through the Appalachian Adult Basic Education Demonstration Center.[2] The problem of migrant program coordination was addressed more directly at a 1966 Migrant Education Conference sponsored by the U.S. Office of Education. Although the conference focus was on finding ways to improve the effectiveness and quality of education programs for children of migratory workers, the conference also discussed: (a) methods of strengthening State responsibility for migrant programs; (b) the expansion of programs for interstate cooperation as they pertain to the migrant child and his family; (c) the promotion of interagency cooperation by familiarizing new state migrant coordinators with those agencies having responsibility for services to the migrant family; and (d) the discussion of practical approaches and techniques involved in the implementation of an interstate system for the transfer of migrant student records. The Conference report summarizes the major addresses and

recommendations.[3]

In 1969 a study was conducted by ABT Associates, Inc., to develop and determine the feasibility and value of a coordinated interstate program of multiagency resources for Mexican American migrant farm workers. The report's basic areas of concern were (a) the need for a program of employability and supportive services for migrant families who, because of diminishing job opportunities resulting from mechanization of agriculture, wish to leave the migrant stream and (b) the need for a wide range of supportive services for migrant families who chose to stay in the stream. The report contains findings, conclusions, and recommendations concerning the experimental and demonstration program for South Texas migrants. Again, there were few details about the problems of coordination.[4]

North Carolina called together nine state and federal agencies which provide services to migrants within the state. The purpose of the meeting was to provide a forum for reporting individual agency activities and to coordinate efforts in providing comprehensive services to migrants on an intrastate basis.[5] Interestingly, California, with a predominantly intrastate situation, has reported the existence of some interstate features. Braund et al.[6] indicated that the state's program included interstate cooperation with Arizona, Oregon, Texas, and Washington. Specifics of this cooperation were exchange of teachers, in-service education of migrant educational staff, and exchange of information on effective techniques in educating migrant children.

Stockburger[7] indicated that an important development in the interstate area has been the formation of the National Committee on the Education of Migrant Children, which works at the national, regional, and state levels encouraging school districts to get and keep the migrant child in school. This committee is particularly interested in expansion and improvement of

educational opportunities in those states which the migrants call home.

Some direction from the national level came from a National Model for Program Development and Evaluation, drawn up by a steering committee at the first National Convention of State Migrant Coordinators[8] held in Denver. Among the objectives for discussion was the problem of interagency and interstate coordination. Benner et al,[9] in their report of the California State Plan for the education of migrant children, report, as part of the state's major programmatic efforts, several interstate projects to assure the continuity of education and to coordinate the efforts of several states which are providing special educational benefits for migrants.

King et al.[10] conducted a study to devise an innovative system to facilitate interagency cooperation among 16 federal agencies concerned with Adult Basic Education. The study found that (a) there was no clear national policy for ABE; (b) there was no universally applicable definition of ABE; (c) target populations were unclear; (d) there was a lack of clear reporting and evaluating procedures; and (e) an advisory council was recommended as being able to coordinate successfully.

In 1970 the California Bureau of Migrant Education developed a series of guidelines that described the organizational structure and staffing patterns for the administration and operation of local migrant education programs through regional administrative units. These guidelines were prepared at the direction of the State Board of Education with the guidance of the Advisory Compensatory Education Commission and were intended to assist school districts in developing programs under the Migrant Amendment to ESEA. The document also provides information on the identification of migrant children, identification of educational needs, level of funding, fiscal management, and evaluation of funded programs.[11]

Also in 1970, the Good Neighbor Commission of Texas created an interagency task force on migrant labor and sought to catalogue migrant needs and inventory all ongoing federal and state migrant programs in Texas. The report contains an overview of the Texas migrant as well as suggestions for a unified "state plan" that includes both legislative and administrative recommendations that reflect the need for coordinated efforts. Legislative recommendations include (a) a housing standards law to govern labor camps and on-farm housing which will authorize the State Department of Health to enter, inspect, and enforce; (b) a State Housing Authority to regulate and expedite farm labor housing; and (c) a loan program similar to that of the Veteran's Land Board for the purpose of improving housing for farm workers and improving the barrios. Recommendations for administrative action include (a) laws to insure that a realistic share of federal funds for migrant projects be allocated to Texas based on the state's percentage of the migrant population; (b) expansion of the Migrant Health Clinic concept in the State Health Department via close coordination with the Department of Public Welfare and the Texas Education Agency; and (c) providing free tuition in Texas institutions of higher learning to qualified migrants. This report heavily stresses the need for a centralized governmental unit to coordinate and manage migrant services.[12]

The State of Washington conducted a similar study of agriculture and migrants. The Task Force report gives 12 principal recommendations that include the creation of a state housing authority that can see to, among other things, migrant housing needs, and the development of educational standards to measure the quality of education throughout the state.[13]

The Washington State Joint Committee on Education also recommended to the Legislature that interdistrict cooperation was necessary in meeting

migrant (and Indian) needs and specifically recommended that the Superintendent of the Public Instruction Office be directed by law to exercise the initiative in the development of programs in school districts that serve migrant and other economically disadvantaged children.[14] The Office of Economic Opportunity funded a pilot study to obtain data about the migrant worker population and to make conclusions and recommendations. The report included the call for social welfare agencies to coordinate efforts in order to more equitably meet the needs of their migrant clientele.[15] Cheyney,[16] in his compilation of writings on migrant children, devotes the final chapters to a statement of national needs for migrants that include recommendations for coordination and interagency cooperation.

The results of a six-state project for developing "state leadership" in improving educational opportunities for farm migrant children is reported by the California State Department of Education (as funded by the U.S. Office of Education). The project objectives were to (a) coordinate and articulate the efforts of six state Departments of Education (Arizona, California, Delaware, Florida, Oregon, and Washington) in assisting school systems in identifying the educational needs of migrant children and (b) determine the movement patterns of migrant workers so that their children's needs might by met successfully. The educational needs of migrant children were discussed in terms of equal opportunity, identification and citizenship, attitudes, mastery of English, vocational guidance, living conditions, provision of adequate educational programs at all levels, and supplementary financing. The attainment of the project's objectives was examined in terms of record transfer systems, model programs, coordination of programs, improvement of educational opportunities, and in-service education programs. Recommendations include greater coordination and communication.[17]

The Arizona State Department of Education each year conducts a teacher exchange program with other states. The program is coordinated through the Migrant Child Education Office and provides an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation. Moreover, the program provides training which will develop resource personnel to assist state educational agencies in the development of future interstate and intrastate programs.[18]

Two major reports bear significantly on the problems addressed in this document: Wednesday's Children and the GAO report, Impact of Federal Programs to Improve the Living Conditions of Migrant and Other Seasonal Farmworkers.

Wednesday's Children, funded by the Ford Foundation, identifies major problem areas in the administration of ESSA Title I migrant projects. This study assesses the basis of educational needs of migrant children not being met by programs administered under Title I legislation. Inadequate funds and lack of attention to regional and national coordination are major factors identified. The study projects the need for national goals and strategies to eliminate "...political maneuvering..." in meeting the needs of several hundred thousand children.[19]

The GAO report assesses the impact of major Federal programs on improving the living conditions of migrants and other seasonal farmworkers in agricultural areas in California, Florida, Michigan, New York, Texas, and Washington. It concludes that budgetary constraints have limited, and will undoubtedly continue to limit, program effectiveness. The report, however, emphasizes the need to formulate an overall plan and coordinate direction of effort among the Federal agencies operating the programs. Specifically, it recommends the establishment of a migrant and seasonal farmworker council

by the Office of Management and Budget, as well as the assignment of coordinative responsibility to the Federal regional councils.[20]

In summary, a review of the literature reveals little in the way of inter- or intrastate coordination of migrant programs and services. It is therefore necessary in the proposed place and subsequent analysis to identify key factors in potential multi-level coordination and the respective constraints associated with these factors. The second phase of this project will contain a full explication of the relevant literature.

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Major Extant Migrant Programs and Projects

Listed in this section are six federal agencies that provide funding for adult and family programs both nationally and locally to serve the poor, including migrants. Included are brief descriptions of the programs which, because of the extent of their funding and the scope of their mandates, are considered most influential in serving migrant needs. This is not intended to be a complete list of all migrant programs.

1. Department of Agriculture (USDA). The best known programs of the USDA with direct impact on the poor are:
   (a) surplus commodity distribution
   (b) food stamps program.
2. Department of Commerce. The Department of Commerce entered the field of assistance only recently, when the economic development administration was created in 1965 to give aid to areas of economic distress in the nation by making available funds for the following:
   (a) public works
   (b) technical assistance
   (c) loans to business.
3. Department of Housing and Urban Development (HUD). This department at present has 73 programs; a number of these programs are of interest to the migrant farm worker as well as to other poverty level people. Specifically, such programs include:
   (a) 235 Housing Program
   (b) Farmer's Home Administration
4. Office of Economic Opportunity (O.E.O.). Although OEO is not a cabinet-level department, it is probably the only agency created specifically to fight poverty and has done so to a greater extent than any other government agency. Its programs include:

(a) Community Action Program (CAP)

(b) Day Care Centers

(c) Head Start Programs

(d) Adult Migrant Education

(e) Family Planning

(f) HEP

(g) CAMP

(h) Title III-B Migrant Programs.

5. Department of Health, Education, and Welfare (HEW). This department works in those areas indicated by its title. Relevant services include:

(a) Migrant Health Service Centers (clinics)

(b) Title I Migrant Education

(c) Title III Migrant Programs.

6. Department of Labor (DOL). This department covers the area of employment with national Manpower Programs. Services include:

(a) Service, Employment, Redevelopment (SER)

(b) Concentrated Employment Program (CEP)

(c) On the Job Training Program (OJT)

(d) Adult Basic Education and Graduate Equivalency Diploma Training (ABE & GED).

Four areas of service are covered by these major extant programs: educational programs; employment and job training; health services; and other migrant-related programs such as the Food Stamp Program. The research plan will focus on these ongoing programs and projects, with special attention given to the influence of farming upon the need for and the results of the programs and projects. The following paragraphs explain this context.

In light of the 1971-72 hearings before the Subcommittee on Migratory

Labor of the Committee on Labor and Public Welfare of the United States Senate, the Southwest Educational Development Laboratory has made a preliminary research study of the impact of agribusiness upon the living conditions of migrants. The most significant phenomenon documented by these hearings is the trend toward concentration of land ownership in the hands of a few corporations. In California (where the major detailed studies of agribusiness have been made), almost half of the land under the control of these corporations is owned by corporations with substantial other business outside of farming. The hearings made evident several factors that account for this trend to concentration:

1. Subsidies which favor large units of production: U.S. Department of Agriculture price supports (nearly one-half billion dollars since 1966), free water (federally subsidized), cheap labor (migrants), federally subsidized transportation, and free and almost unlimited use of the research facilities of the land grant universities.
2. Speculation in land encouraged by the federal tax structure.
3. Lack of cheap credit to farmers and farm workers and its ready availability to corporations.
4. Use of monopoly tactics in marketing.
5. Legislation and other factors that inhibit unionization of labor.

Specific instances and patterns of coordination among a number of governmental units and corporation heads for the purpose of encouraging agribusiness appear in the testimony presented at the hearings.

Indications of the complexity of the agribusiness phenomenon and its serious implications for migrants are obvious: powerful obstacles to unionization of farm workers for the purpose of improving their wages and working conditions; agricultural research almost exclusively in the field of tech-

nology suited to corporation farming, while government-supported social research in this field is discouraged; enormous government subsidies to migrants through migrant programs whose success in coordinating their services to meet the needs of migrants has been spotty; agribusiness speculation in land that puts land ownership entirely out of reach of migrants through financiers' refusal to provide large loans to the poor; and migrant educational programs that entirely ignore the impact of agribusiness upon the living conditions of migrants.

RESEARCH PLAN

Methodological Considerations

Coordination implies a systematic planning process. This process, with regard to migrant services, involves setting up, developing, and maintaining a grid of working relationships among all the people in government agencies and other institutions charged with serving migrants at the local, county, state, and federal levels. It is organizing the activities of each agency and institution so that relationships conducive to efficient, aggressive provision of the maximal social services available to migrants are established and maintained among the various work units.

Coordination is a dynamic process because it changes, as do personalities, circumstances, and legislative mandates funding the various agencies and institutions. Coordination is defining duties, fixing responsibilities, and dividing the work equitably and appropriately. It requires adjusting to national and international economic developments, political considerations, other social movements, advanced technology, and a variety of other influences in a way that will promote the interests of the migrants. Most importantly, coordination demands effective communication of information and ideas among people working in all governmental agencies, on all levels, that deal with programs directly or indirectly affecting the living conditions of migrants.

The Plan for studying coordination of migrant services is essentially designed around four major research areas within these services: education, health, employment, and other social services. Each of these areas will in turn be studied in terms of federal, regional, state, and local applications.

Research Design

The research design will be a basic 4 x 5 matrix:

	LEGISLATION	ADMINISTRATIVE POLICIES	GOALS	ACCOUNTABILITY PROCEDURES	COORDINATION
EDUCATION					
HEALTH					
EMPLOYMENT					
OTHER SOCIAL SERVICES					

Each cell within the matrix will be examined across five levels of participation and involvement.

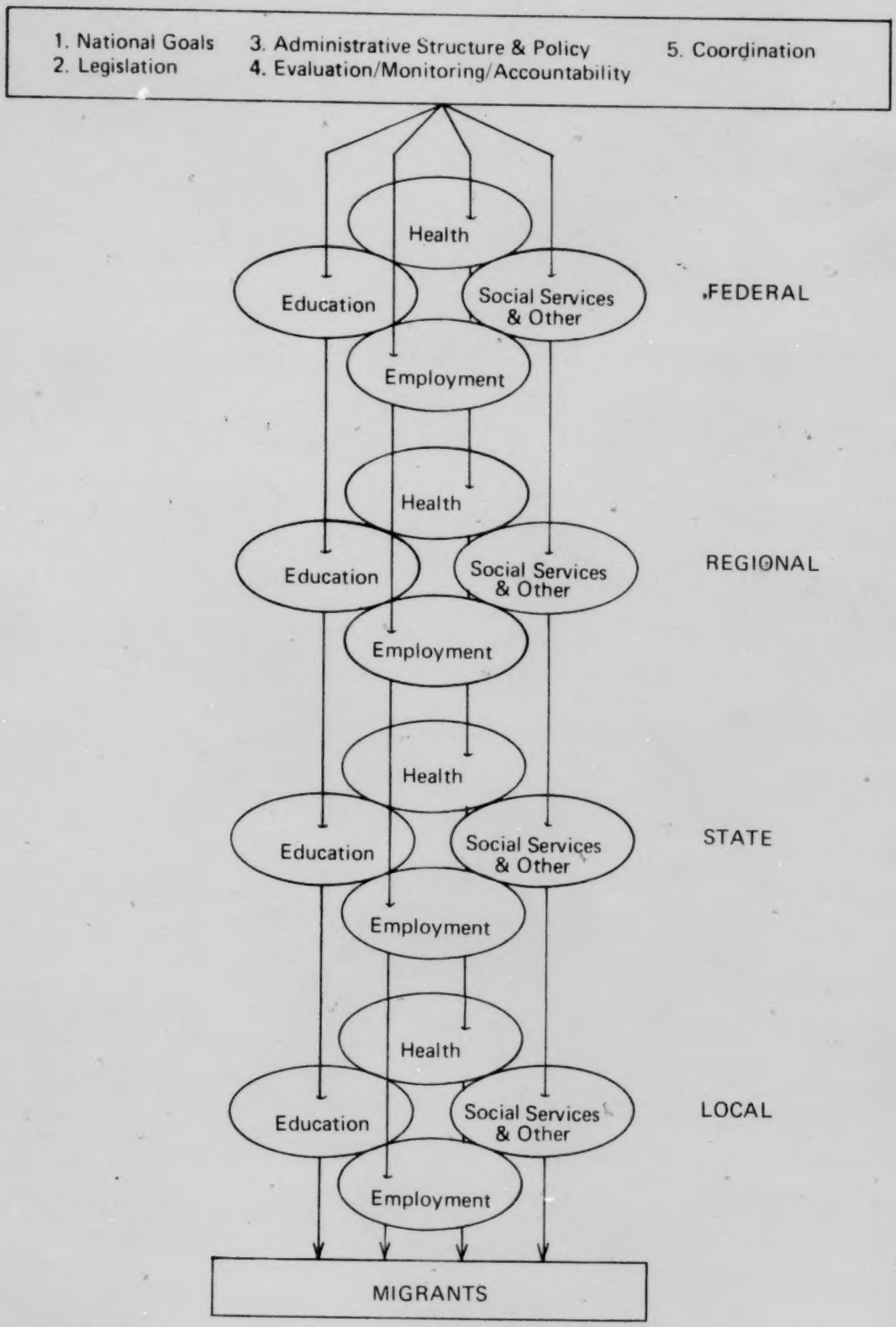
1. Federal
2. Regional
3. State
4. Local
5. Individual - the migrants themselves.

Each cell will also represent a major study objective. To facilitate discussion of the Plan, each major activity will be discussed in terms of

1. an objective
2. pertinent information, rationale for inclusion, funding data, etc.
3. proposed task statements
4. schedule of tasks.

The main research thrust will be to determine which cell indicates success toward coordination or magnifies lack of coordination. Findings of such previous studies as the GAO report and Wednesday's Children will be utilized and expanded upon.

COORDINATION: MIGRANT SERVICES



1. EDUCATION

1.1 EDUCATION - LEGISLATION

Objective: To assemble legislation affecting migrant education on the federal, state, regional, and local levels.

Discussion: Attainment of this objective entails the assembling of a comprehensive collection of all legislation in the nation affecting migrant education, for the purpose of examining, in later projects, the results of this legislation.

Tasks:

(1.) To collect from the Code of Federal Regulations all national legislation affecting migrant education.

(2.) To collect all Texas, Michigan, Wisconsin, Indiana, and Illinois legislation affecting migrant education.

(3.) To collect, where applicable, from selected sites, all relevant local legislation affecting migrant education.

Schedule: These activities will occur in the first month of the project in order to permit determination of goals. (See section 1.3)

1.2 EDUCATION - ADMINISTRATIVE POLICY

Objective: To assemble administrative policies affecting migrant education on the federal, state, regional, and local levels.

Discussion: Rationale same as that for 1.1.

Tasks:

(1.) To assemble, from written sources, administrative policies and/or mandates of major programs and projects affecting migrant education.

(2.) To construct and administer to a selected population a questionnaire addressing unwritten administrative policy in relation to coordination of migrant education services. The population will be determined during the second month of the project.

Schedule:

Collection of written data: months 1-2

Selection of population to receive questionnaire: month 2

Administration of questionnaire: month 3

Assembling of results: month 4

Assessment of data: months 4-5

1.3 EDUCATION - GOALS

Objective A: To extract from extant legislation and administrative policies both stated and implied goals for educational programs and projects relating to migrants.

Objective B: To extract from interview instruments and relevant literature both stated and implied goals of migrants and of personnel working with migrant programs and projects in regard to migrant education.

Discussion: The purpose of these objectives is to establish the goals of migrants, of migrant programs and projects, and of the personnel working with such programs and projects in order to examine the means of effecting maximal coordination of needed education services to migrants.

Tasks:

(1.) To review the literature and consult expert opinions in

order to develop criteria for determining goals.

(2.) To assemble and examine goals for migrant education from relevant legislation in terms of the above criteria.

(3.) To assemble and examine goals for migrant education from relevant administrative policies in terms of the above criteria.

(4.) To assemble and examine goals for migrant education from relevant documentary sources in terms of the above criteria.

(5.) To construct and administer instruments for interviewing migrants and personnel working with migrant programs and projects in order to determine their goals for migrant education.

(6.) To assemble and examine goals for migrant education from the interview instruments in terms of the above criteria.

Schedule: These activities will take place in months 3-5.

1.4 EDUCATION - ACCOUNTABILITY

Objective: To assemble and examine legislation and administrative policy related to legislation for evidence of stated accountability procedures.

Discussion: Coordination cannot occur between programs and/or projects where there is no accountability. Further, accountability information will be useful in studying delivery systems.

Tasks:

(1.) To assemble information on accountability from legislative and administrative mandates, as well as from the literature and from expert opinion.

(2.) To study this information in order to develop a classification scheme for applying accountability to programs and projects.

(3.) To classify selected, relevant programs in terms of their type of accountability.

Schedule: These tasks will be carried out in months 1-2.

1.5 EDUCATION - COORDINATION

Objective 1: To assess significant migrant education programs/projects (e.g.the MRTS) in terms of established goals (national, regional, state, local, and individual).

Objective 2: To assess significant migrant education programs/projects in terms of existing (actual) and potential coordination on all levels.

Objective 3: To make recommendations for coordination of migrant education programs/projects in terms of successes/failures and stated goals.

Discussion: These objectives propose to systematically assess the degrees and kinds of existing coordination among programs and projects serving migrants and to determine, on the basis of these findings, the most effective means of coordinating services on all governmental levels for migrants.

Tasks:

(Objective #1:)

(1) to develop criteria consistent with previous research (e.g.1973 GOA Report) for assessing programs on all levels based on stated goals.

(2.) To assess selected migrant education programs/projects in terms of the above criteria.

(Objective #2:)

(3.) To review and study literature and to consult with experts on the management and implementation concept of coordination.

(4.) To develop a model of coordination for assessing both actual and potential coordination in significant migrant education programs/projects.

(5.) To assess significant projects based upon the above model of coordination.

(Objective #3:)

(6.) To make recommendations for coordination of migrant education programs/projects based upon previous activities and use of the coordination model.

Schedule of Tasks: These activities will take place in months 2-5.

Note: Month 6 will involve final compilation and analysis of research for integration into final report.

2. HEALTH

2.1 HEALTH - LEGISLATION

Objective: To assemble legislation affecting migrant health on the federal, state, regional, and local levels.

Discussion: Attainment of this objective entails the assembling of a comprehensive collection of all relevant legislation (from federal, state, regional and local levels) affecting migrant health, for the purpose of examining, in later projects, the results of this legislation.

Tasks:

(1.) To collect from the Code of Federal Regulations (or similar source) all national legislation affecting migrant health (or health-related) services.

(2.) To collect all Texas, Michigan, Wisconsin, Indiana, and Illinois legislation affecting migrant health services.

(3.) To collect, where applicable, from selected sites, all relevant local legislation affecting migrant health (or health-related) services.

Schedule:

These activities will occur in the first month of the Project in order to permit determination of goals (see section 1.3).

2.2 HEALTH - ADMINISTRATIVE POLICY

Objective: To assemble administrative policies affecting migrant health services on the federal, state, regional, and local levels.

Discussion: Rationale same as that for 1.1.

Tasks:

(1.) To assemble, from written sources, administrative policies

and/or mandates of major programs and projects affecting migrant health.

(2.) To construct and administer to a selected population, a questionaire addressing unwritten administrative policies in relation to coordination of migrant health services. The population will be determined during the second month of the Project.

Schedule:

Collection of written data: months 1-2

Selection of population to receive questionaire: month 2

Administration of questionaire: month 3

Assembling of results: month 4

Assessment of data: months 4-5

2.3 HEALTH - GOALS

Objective A: To extract from extant legislation and administrative policies, both stated and implied goals for health (and health-related) programs and projects relating to migrants.

Objective B: To extract from interview instruments and relevant literature, both stated and implied goals of migrants and of personnel working with migrant health programs and projects.

Discussion: The purpose of these objectives is to establish the goals of migrants, of migrant programs and projects, and of the personnel working with such programs and projects in order to examine means of effecting maximal coordination of desired (needed) services to migrants.

Tasks:

(1.) To review the literature and consult expert opinion in order to develop criteria for determining goals.

(2.) To assemble and examine the goals for relevant migrant health legislation in terms of the above criteria.

(3.) To assemble and examine goals for migrant health (or health-related) services from relevant administrative policies in terms of the above criteria.

(4.) To assemble and examine goals for migrant health services from relevant documentary sources in terms of the above criteria.

(5.) To construct and administer instruments for interviewing migrants and personnel working with migrant programs and projects in order to determine their perceived goals for migrant health services.

(6.) To assemble and examine goals for migrant health services from the interview instruments in terms of the above criteria.

Schedule:

These activities will take place in months 3-5.

2.4 HEALTH - ACCOUNTABILITY

Objective: To assemble and examine legislative and administrative policies related to legislation for evidence of stated accountability procedures.

Discussion: Coordination cannot occur between programs and/or projects where there is no accountability. Further, accountability information will be useful in studying coordination systems.

Tasks:

(1.) To assemble information on accountability from legislative and administrative mandates, as well as from the literature and from expert opinion.

(2.) To study this information in order to develop a classification scheme for applying accountability to programs and projects.

(3.) To classify selected programs in terms of their type of accountability.

Schedule:

These tasks will be carried out in months 1-2.

2.5 HEALTH - COORDINATION

Objective A: To assess significant migrant health programs/projects (e.g. the MRTS) in terms of established goals (national, regional, state, local, and individual).

Objective B: To assess significant migrant health programs/projects in terms of existing (actual) and potential coordination on all levels.

Objective C: To make recommendations for coordination of migrant health programs/projects in terms of past successes/failures and stated goals.

Discussion: These objectives propose to systematically assess the degree and kinds of existing coordination among programs and projects serving migrants and to determine, on the basis of these findings, the most effective means of coordinating services on all governmental levels for migrants.

Tasks:

(Objective A)

(1.) To develop criteria consistent with previous research (e.g.1973 GOA Report) for assessing programs on all levels based on stated goals.

(2.) To assess selected migrant health programs/projects in terms of the above criteria.

(Objective B)

(3.) To review and study literature and to consult with experts on the management and implementation concept of "coordination."

(4.) To develop a model of coordination for assessing both actual and potential coordination in significant migrant health programs/projects.

(5.) To assess significant projects based upon the above model of coordination.

(Objective C)

(6.) To make recommendations for coordination of migrant health programs/projects based upon previous activities and use of the coordination model.

Schedule:

These activities will take place in months 2-5.

Note: Month 6 will involve final compilation and analysis of research for integration into final report.

3. EMPLOYMENT

3.1 EMPLOYMENT - LEGISLATION

Objective: To assemble legislation affecting migrant employment on the federal, state, regional, and local levels.

Discussion: Attainment of this objective entails the assembling of a comprehensive collection of all legislation in the nation affecting migrant employment, for the purpose of examining, in later projects, the results of this legislation.

Tasks:

(1.) To collect from the Code of Federal Regulations all national legislation affecting migrant employment.

(2.) To collect all Texas, Michigan, Wisconsin, Indiana, and Illinois legislation affecting migrant employment.

(3.) To collect, where applicable, from selected sites all relevant local legislation affecting migrant employment.

Schedule: These activities will occur in the first month of the Project in order to permit determination of goals. (See section 3.3)

3.2 EMPLOYMENT - ADMINISTRATIVE POLICY

Objective: To assemble administrative policies affecting migrant employment on the federal, state, regional, and local levels.

Discussion: Rationale same as that for 3.1.

Tasks:

(1.) To assemble, from written sources, administrative policies and/or mandates of major programs and projects affecting migrant employment.

(2.) To construct and administer, to a selected population, a questionnaire addressing unwritten administrative policy in

relation to coordination of migrant services affecting migrant employment. The population will be determined during the second month of the project.

Schedule:

Collection of written data: months 1-2

Selection of population to receive questionnaire: month 2

Administration of questionnaire: month 3

Assembling of results: month 4

Assessment of data: months 4-5

3.3 EMPLOYMENT - GOALS

Objective A: To extract from extant legislation and administrative policies both stated and implied goals for programs and projects affecting migrant goals.

Objective B: To extract from interview instruments and relevant literature both stated and implied goals of migrants and of personnel working with programs and projects affecting migrant employment.

Discussion: The purpose of these objectives is to establish the goals of migrants, of migrant programs and projects, and of the personnel working with such programs and projects in order to examine means of effecting maximal coordination of services to migrants

Tasks:

(1.) To review the literature and consult expert opinion in order to develop criteria for determining goals.

(2.) To assemble and examine goals for migrant employment from relevant legislation in terms of the above criteria.

(3.) To assemble and examine goals for migrant employment from relevant administrative policies in terms of the above criteria.

(4.) To assemble and examine goals for migrant employment from relevant documentary sources in terms of the above criteria.

(5.) To construct and administer instruments for interviewing migrants and personnel working with migrant programs and projects in order to determine their goals for migrant employment.

(6.) To assemble and examine goals for migrant employment from from the interview instruments in terms of the above criteria.

Schedule: These activities will take place in months 3-5.

3.4 EMPLOYMENT - ACCOUNTABILITY

Objective: To assemble and examine legislation and administrative policy related to legislation for evidence of stated accountability procedures.

Discussion: Coordination cannot occur between programs and/or projects where there is no accountability. Further, accountability information will be useful in studying coordination systems.

Tasks:

(1.) To assemble information on accountability from legislative and administrative mandates, as well as from the literature and from expert opinion.

(2.) To study this information in order to develop a classification scheme for applying accountability to programs and projects.

(3.) To classify selected, relevant programs in terms of their type of accountability.

Schedule: These tasks will be carried out in months 1-2.

3.5 EMPLOYMENT - COORDINATION

Objective 1: To assess significant migrant programs/projects affecting employment in terms of established goals (national, regional, state, local, and individual).

Objective 2: To assess significant migrant employment programs/projects affecting migrant employment in terms of existing and potential coordination on all levels.

Objective 3: To make recommendations for coordination of migrant employment programs/projects in terms of past successes/failures and stated goals.

Discussion: These objectives propose to systematically assess the degrees and kinds of existing coordination among programs and projects affecting migrant employment and to determine, on the basis of these findings, the most effective means of coordinating services on all governmental levels for migrants.

Tasks:

(Objective #1):

(1.) To develop criteria consistent with previous research (e.g. 1973 GOA Report) for assessing programs on all levels based on stated goals.

(2.) To assess selected migrant education programs/projects in terms of the above criteria.

(Objective #2):

(3.) To review and study literature and to consult with experts on the management and implementation concept of "Coordination."

(4.) To develop a model of coordination for assessing both actual and potential coordination in significant programs/projects affecting migrant employment.

(5.) To assess significant projects based upon the above model of coordination.

(Objective #3)

(6.) To make recommendations coordinating migrant education programs/projects based upon previous activities and use of the coordination model.

Schedule: These activities will take place in months 2-5.

Note: Month 6 will involve final compilation and analyses of research for integration into final report.

4. SOCIAL SERVICES

4.1 SOCIAL SERVICES - LEGISLATION

Objective: To assemble legislation affecting migrant social services on the federal, state, regional, and local levels.

Discussion: Attainment of this objective entails the assembling of a comprehensive collection of all legislation in the nation affecting migrant social services, for the purpose of examining, in later projects, the results of this legislation.

Tasks:

(1.) To collect from the Code of Federal Regulations all national legislation affecting migrant social services.

(2.) To collect all Texas, Michigan, Wisconsin, Indiana, and Illinois legislation affecting migrant social services.

(3.) To collect, where applicable, from selected sites all relevant local legislation affecting migrant social services.

Schedule: These activities will occur in the first month of the project in order to permit determination of goals. (See section 4.3)

4.2 SOCIAL SERVICES - ADMINISTRATIVE POLICY

Objective: To assemble administrative policies affecting migrant social services on the federal, state, regional, and local levels.

Discussion: Rationale same as that for 4.1.

Tasks:

(1.) To assemble, from written sources, administrative policies and/or mandates of major programs and projects affecting migrant social services.

(2.) To construct and administer, to a selected population, a questionnaire addressing unwritten administrative policy in

in relation to coordination of migrant social services. The population will be determined during the second month of the project.

Schedule:

Collection of written data: months 1-2

Selection of population to receive questionnaire: month 2

Administration of questionnaire: month 3

Assembling of results: month 4

Assessment of data: months 4-5

4.3 SOCIAL SERVICES - GOALS

Objective A: To extract from extant legislation and administrative policies both stated and implied goals for social service programs and projects relating to migrants.

Objective B: To extract from interview instruments and relevant literature both stated and implied goals of migrants and of personnel working with migrant social service programs and projects.

Discussion: The purpose of these objectives is to establish the goals of migrants, of migrant programs and projects, and of the personnel working with such programs and projects in order to examine means of effecting maximal coordination of needed social services to migrants.

Tasks:

(1.) To review the literature and consult expert opinion in order to develop criteria for determining goals.

(2.) To assemble and examine goals for migrant social services from relevant legislation in terms of the above criteria.

(3.) To assemble and examine goals for migrant social services from relevant administrative policies in terms of the above criteria.

(4.) To assemble and examine goals for migrant social services from relevant documentary sources in terms of the above criteria.

(5.) To construct and administer instruments for interviewing migrants and personnel working with migrant programs and projects in order to determine their goals for migrant social services.

(6.) To assemble and examine goals for migrant social services from the interview instruments in terms of the above criteria.

Schedule: These activities will take place in months 3-5.

4.4 SOCIAL SERVICES - ACCOUNTABILITY

Objective: To assemble and examine legislation and administrative policy related to legislation for evidence of stated accountability procedures.

Discussion: Coordination cannot occur between programs and/or projects where there is no accountability. Further, accountability information will be useful in studying delivery systems.

Tasks:

(1.) To assemble information on accountability from legislative and administrative mandates, as well as from the literature and from expert opinion.

(2.) To study this information in order to develop a classification scheme for applying accountability to programs and projects.

(3.) To classify selected, relevant programs in terms of their type of accountability.

Schedule: These tasks will be carried out in months 1-2.

4.5 SOCIAL SERVICES - COORDINATION

Objective 1: To assess significant migrant social service programs/ projects in terms of established goals (national, regional, state, local, and individual).

Objective 2: To assess significant migrant social services programs/ projects in terms of existing actual and potential coordination on all levels.

Objective 3: To make recommendations for coordination of migrant education programs/projects in terms of past successes/failures and stated goals.

Discussion: These objectives propose to systematically assess the degrees and kinds of existing coordination among programs and projects serving migrants and to determining, on the basis of these findings, the most effective means of coordinating social services on all governmental levels for migrants.

Tasks:

(Objective #1):

(1.) To develop criteria consistent with previous research (e.g. 1973 GOA Report) for assessing programs on all levels based on stated goals.

(2.) To assess selected migrant social service programs/projects in terms of the above criteria.

(Objective #2):

(3.) To review and study literature and to consult with experts on the management and implementation concept of "Coordination."

(4.) To develop a model of coordination for assessing both actual and potential coordination in significant migrant social service programs/projects.

(5.) To assess significant projects based upon the above model of coordination.

(Objective #3):

(6.) To make recommendations for coordination of migrant programs/ projects based upon previous activities and use of the coordination model.

Schedule: These activities will take place in months 2-5.

Note: Month 6 will involve final compilation and analysis of research for integration into final report.

Proposed Second Phase Tasks

MONTH ONE -- 1. Collect from the Code of Federal Regulations all national legislation affecting migrants in the four designated areas: education, health, employment, other social services.

2. Collect from all the states served by the Dallas and Chicago regions state legislation affecting migrants in the four designated areas.

3. Collect from selected sites all relevant local legislation affecting migrants in the four designated areas.

4. Begin assembling, from written sources, administrative policies and/or mandates of major programs and projects affecting migrants in the four designated areas.

5. Construct a questionnaire addressing unwritten administrative policy in relation to coordination of migrant services in the four areas; submit questionnaire to Government Accounting Office for official approval.

6. Construct instruments for interviewing migrants and personnel working with migrant programs and projects in order to determine their goals for migrants in the four designated areas. Submit instruments to GAO for official approval.

7. Begin assembling information on accountability procedures from legislative and administrative mandates, as well as from pertinent literature and from expert opinion. This task will also entail defining accountability as evidenced by legislative and administrative mandates in light of pertinent literature and expert opinion.

8. Study this information on accountability procedures in order to develop a classification scheme for applying accountability to programs and projects.

MONTH TWO -- 1. Complete compilation, from written sources, of administrative policies and/or mandates of major programs and projects affecting migrants in the four designated areas.

2. Select population to receive questionnaire addressing unwritten administrative policies of programs and projects affecting migrants. Complete compilation of information on accountability procedures.

3. Select population with whom instruments addressing goals for migrants will be used.

4. Classify selected, relevant programs in terms of their type of accountability procedures.

5. Review pertinent literature and consult expert opinion in order to develop criteria for determining goals of migrant programs and projects.

6. Review pertinent literature and consult with experts on the management and implementation concept of coordination.

7. Develop a model of coordination for assessing both actual and potential coordination in significant programs/projects affecting migrants in the four designated areas.

MONTH THREE -- 1. Administer through the mail, and as often as feasible through personal interviews, the officially approved questionnaire addressing unwritten administrative policies of programs/

projects affecting migrants in the four designated areas. Begin assembling and assessing information obtained through this instrument.

2. Administer officially approved instruments addressing goals for migrants.

3. Develop criteria consistent with previous research (e.g., 1973 Government Office of Accounting Report) [illegible]ssing programs on all governmental levels based on stated and implied goals.

4. Assess selected programs/projects affecting migrants in the four designated areas in terms of the criteria developed in Task two, Month three.

   A. Assemble and examine goals as evidenced by relevant legislation for programs/projects affecting migrants in the four designated areas in terms of the above criteria.

   B. Assemble and examine goals as evidenced by relevant administrative policies for programs/projects affecting migrants in the four designated areas in terms of the above criteria.

   C. Assemble and examine goals for migrants in the four designated areas from relevant documentary sources in terms of the above criteria.

MONTH FOUR -- 1. Assess information obtained from instruments addressing goals for migrants as administered to a select population in terms of the above criteria.

2. Complete assessment of unwritten administrative policies.

3. Begin assessing significant programs and projects affecting migrants in the four designated areas in terms of the model of coordination of services developed during Month Two of this project. (Two migrant communities - one from the Rio Grande Valley, one from the "Winter Garden" Area - will be analyzed, using a random sampling, to cross-validate the coordinative effort indicated in the individual cells in the matrix. Data will be obtained from this sample of students and families by mail, telephone, and personal interview, as to the utility of the MSRTS and the social services available in representative in-trek schools and communities.

(A profile of the stability of composition of each migrant community will be determined through the acquisition of data on total number of citizens, number of "green-carders," number of illegal entries (if possible), number of migrants leaving the migrant stream, etc.)

MONTH FIVE -- Continue assessing significant programs and projects affecting migrants in the four designated areas in terms of the model of coordination of services developed during Month Two of this project.

MONTH SIX -- 1. Complete assessment of coordination of services affecting migrants.

2. Make recommendations based upon previous activities and the coordination model for actively coordinating programs/projects for the service of migrants in the four designated areas.

Summary Time Allocation Chart

ACTIVITY	MAN-MONTHS
1. Assemble legislation for all areas (education, health, employment, social services)	1
2. Assemble written administrative policy for all areas	1
3. Construct questionnaires	
4. Determine target populations	
5. Administer questionnaires	3
6. Compile results	
7. Analyze data	
8. Extract goals from legislation, administrative policies, questionnaires	3
9. Assemble information on accountability	1
10. Extract accountability procedures from legislation and administrative policy	1.5
11. Develop classification scheme for accountability	
12. Classify extant programs according to scheme	1
13. Develop criteria for program assessment on basis of goals	
14. Assess extant programs in terms of criteria	2
15. Review literature and consult with experts on coordination	
16. Develop coordination model	3
17. Assess extant programs on basis of model	
18. Make coordination recommendations	3

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BIBLIOGRAPHY

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The intent of this report, as stated, is to bring about an awareness of the kinds of problems faced by migrant agricultural workers (Mexican Americans and Navajos), by farmers, and by agencies offering services to these migrants in New Mexico. An overview of the national and state migrant situation is presented, as well as case studies of various New Mexico counties.

Bove, Beverly A., Health Services for Migrant Children, U. S. Government Printing Office, Washington, D. C., December 1972

A resource for administrators, teachers, nurses, paraprofessionals, health coordinators, and community action personnel who are interested in meeting the health needs of migrant children. This handbook offers suggestions for organizing community resources in providing health care to migrant children.

Bowden, Shirley, Nutritional Beliefs and Food Practices of Mexican American Mothers, Master's thesis submitted to Fresno State College, Fresno, California, June 1968.

In the locale of Hanford, California, this 1968 nutritional study was made to explore and evaluate the nutritional beliefs and food practices of Mexican American mothers among low-income agricultural working families. 35 mothers.

Cake, Ralph H., Jr., and others, First Western Region Conference of OEO Migrant Projects (Woodburn, Oregon, June 7-9, 1967), Valley Migrant League, Woodburn, Oreg., June 1967.

Representatives of migrant worker projects in the West and Southwest met to discuss past projects, future trends, critical issues, and program techniques. Some problems of the migrants were identified in the areas of education, vocational training, and the development of community and agricultural labor resources.

California State Dept. of Education, Promising Practices in Summer Schools Serving the Children of Seasonal Agricultural Workers, Sacramento, Calif., 1963.

Special features of five summer school programs for children of migrant workers were presented. Resources from the various schools were utilized in the science program so that the children had access to all types of audiovisual materials, equipment for experiments, and books.

California State Dept. of Education, The Education of the Mexican American, A Summary of the Proceedings of the Lake Arrowhead and Anaheim Conferences, Sacramento, California, 1969.

Under the auspices of the California State Department of Education, conferences were held in August of 1966 and April of 1967 "by outstanding Mexican American educators." This document summarizes those conferences, which dealt with all Mexican American students -- immigrant children, the children of migrant workers, and the various generations of students living in homogeneous communities composed of persons of Mexican descent.

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An introduction to the evaluation of the effects of Michigan migrant education projects on migrant children enrolled in its schools during the summer of 1971 is presented in this document. The agencies and institutions responsible for providing migrant children with educational services. The structure of migrant education agencies in other states and the interrelation of those agencies with the education of migrant children in Michigan.

Colorado State Dept. of Education, Policy Statement Relating to the Education of Migrant Children, Colorado State Dept. of Education, Denver, 1962.

Purposes, definitions, obligations, and practices in the education program for agricultural migratory children are clarified in a policy statement. Common usage and practice are utilized in elaborating upon the definition to determine time periods during which migrant status is maintained and situations where children are considered migrant even when residing in their home districts.

Education Commission of the States, Early Childhood Programs for Migrants: Alternatives for the States. The second report of the Education Commission of the States, Task Force on Early Childhood Education, May 1972.

The needs of migrant children younger than six years of age are the focus of this report. State early childhood migrant programs are discussed in terms of their services available through federal sources, methods of making use of federal funds, alternative program approaches, facilities, and personnel are also discussed.

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The Michigan Migrant Education Program was evaluated to determine at a statewide level the extent to which the general educational objectives are being attained. The study focused on two objectives: (1) to determine pupil changes in self-concept, attitude toward school, and reading achievement, and (2) to determine aspects of the migrant education classrooms which are effective in promoting change.

Friedland, William H., Migrant Labor: Teaching, Research and Policy; A Final Report to the Ford Foundation on a Four Year Project, Ford Foundation, New York, N. Y., February 1, 1971.

This study involving migrant agricultural workers began in 1966 and continued for four summers. The two projects were intended to accomplish three basic functions: (1) to influence the development of policy; (2) to integrate more effectively the functions of instruction and research to make contributions to general sociology.

Good Neighbor Commission of Texas, Texas Migrant Labor, Annual Report 1970, Austin, Texas, 1970.

This annual report discusses Texas agriculture and migrant labor, including sections on mechanization in agriculture; alien labor and immigration; the Texas Inter-Agency Task Force on Migrant Labor; scouting and migrant youth; current developments in education, housing, health, and job development; and trends in migration.

Haney, George E., Selected State Programs in Migrant Education, U. S. Office of Education (DHEW), 1963.

This booklet outlines and compares the migrant education programs of seven states -- California, Colorado, New Jersey, New York, Ohio, Oregon, and Pennsylvania. It considers programs for both the summer and the regular sessions. Problems related to attendance, grade placement, educational disadvantagement, enrollment, facilities, finance, lunch programs, personnel, student records, and teachers are discussed.

Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, Ninety-Second Congress, U. S. Government Printing Office, Washington, D. C., 1972.

These transcripts of testimony before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, provide extensive discussions of land ownership, use, and distribution; the role of land grant colleges, farmworkers in rural poverty; extension of the program for health services for domestic agricultural migrant workers; and migrant children's food program failures.

Hoffman, Hy; Pagano, Jules, A new Conceptual Model for Adult Basic Education Staff Training with Application to Corrections, New Careers and Migrant and Migrant Education, Adult Education Association of the USA, October 1971.

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models.

Howell, James D.; And Others, Migrant Farm Workers in Northwestern Ohio, Ohio Agricultural Research and Development Center, Wooster, Ohio, August 1971.

Insight into both the employee and employer aspects of the Mexican American migrant farm workers was the basis for this study. The data, collected through personal interviews with 69 migrant workers and their 29 employers.

Jensen, Gerald M., Investigation of Occupational Training Needs of Migrant Workers Which May Point Toward Employment in Other Than Migrant Employment, Final Report, Imperial County Schools, El Centro, California, April 28, 1972.

A sample consisting of 296 migrant workers based in Imperial County, California. The general goal of the study was to gather information that would enhance understanding of the educational problems and needs of migrant families and to give direction to efforts to meet these needs and help solve the problems.

Jorgenson, Janet M., et. al., Migratory Agricultural Workers in The United States, Grinnel College, Iowa, 1961.

Field studies were conducted in 1960 in the lower Rio Grande Valley of Texas and in Iowa to augment information on migratory workers. Faculty-student team field trips found many factors to consider in providing a constructive approach to the problems of the migrant worker. Children of the migrants are not getting the education they need to break out of the migrant pattern. Preventive health care lacks incentive because of poor living conditions. Poverty prevents curative medicine. The migrant suffers from prejudice and discrimination. Constant strain to earn a living is the main contributing factor to the plight of the migrant.

Kansas Council for Children and Youth, Interdepartmental Conference on Migrants in Kansas, Lawrence, Kansas, 1962.

Notes based on a 25 reference bibliography which contained studies on migrant families and pilot projects established to aid migrants were presented. One study found that the educational problems of migrant children included retardation and frustration. Educational opportunities for children of migrant workers can be improved by developing special programs and ungraded systems, offering specialized teacher training programs, providing better facilities and day care centers, calling conferences, promoting studies, and enacting legislation.

Kansas State Board of Health, The Role of the Health Department in Providing Day Care and Health Services for Children of Migrants, Topeka, Kansas, 1962.

Planning and organization, health services for children, and evaluation of the program were presented. The Kansas State Board of Health, the Department of Social Welfare, the Kansas Council of Churches, and the Kansas State University Child Development staff combined resources to carry out the program.

Kleibrink, Michael C., And Others, Value Orientations of Retrained-Relocated Workers: A Study of Rural Urban Adjustment, Texas Agricultural Experiment Station, College Station, Texas, August 1970.

In the attempt to develop means for underemployed workers to increase their level of economic success, 684 South Texans (mostly Mexican Americans) were retrained for aircraft assembly and then relocated in the Dallas vicinity. The analysis attempts to show the relation of successful rural-urban migration to achievement as a primary value orientation.

Kruse, William G., et al., United Migrant Opportunity Services, Inc., Providing Educational Opportunities for Migrant Farm Workers and Their Families in 17 Wisconsin Counties, Annual Report, 1967, United Migrant Opportunity Services, Inc., Waukesha, Wisconsin, 1967.

Presents the accomplishments of an OEO-funded program which provides adult basic education, day care services, and vocational training and placement for migrant workers. Reactions of participants and reports by individual coordinators are included.

Lagra, Jerry L. and Barkley, Paul W., Income and Expense Records of 17 Mexican American Families, Department of Agriculture, October 1970.

A selected group of 17 Mexican American families who went to the Othello, Washington, area as migrant agricultural workers and tried to become a part of the resident population were studied to learn something of the earnings and spending habits of ex-migrant Mexican American families in Othello. To obtain accurate data on income and expenses, a detailed record book was placed in each participating home.

Lathom, Vicki, Money for Migrant Children: A Compilation of Federal Funding Sources for the Children of America's Seasonal Farm Workers, Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D. C., 20005, 1972.

Funding sources for migrant child care programs and their various components, such as services, personnel, food, equipment, and some federal child care legislation bills, are given in this publication. The programs are grouped into the various agencies and departments of the federal government which help fund them (i.e., The Department of Health, Education, and Welfare; The Department of Labor; The Office of Economic Opportunity; The Department of Agriculture; The Department of Housing and Urban Development; and VISTA).

Littlefield, John H., The Use of Norm-Referenced Survey Achievement Tests With Mexican American Migrant Students; A Literature Review and Analysis of Implications For Evaluation of the Texas Migrant Education Program, Texas Education Education, Austin, Texas, 1972.

The literature concerning the appropriateness of nine Norm-Referenced Survey Achievement Tests for use with Mexican American migrant students in grades one through seven in Texas is reviewed in this report, which provides an evaluation of each test by the Center for the Study of Evaluation. The report provides ratings in the areas of Math, Reading, and Oral-Aural Language. Part II of the report discusses some of the implications of using Norm-Referenced Tests and suggests possible alternative solutions.

Mason, John Dances, The Aftermath of the Bracero: A Study of the Economic Impact on the Agricultural Hired Labor Market of Michigan From the Termination of Public Law 78, Michigan State Univ., East Lansing, Michigan, 1969.

To test the "stoop labor" hypothesis that the supply response of domestic migrants to increased wages would be inelastic, this study examined wage adjustment in Michigan agriculture after 1964, supply response to wage changes in the pickle industry, and acreage decline and capital substitution following the termination of the Bracero Program between 1964-65.

Mazer, Gilbert E., An Analysis of the Effects of a Training Program for Teachers of the Disadvantaged. Interaction Analysis With Migrant Pupils, Final Report, Western Michigan Univ., Kalamazoo, Michigan, December 1968.

Thirty-six teachers, 17 inexperienced and 19 experienced, were observed systematically (under the Flander's system of interaction analysis) while engaged in teaching migrant children in 3 Michigan elementary schools. The purpose of the study was to evaluate a training program especially devised to prepare teachers of disadvantaged youth and to analyze and describe the process of teaching disadvantaged children, focusing primarily on migrant children.

Metzler, William H., and Sargent, Frederico, Problems of Children, Youth, and Education Among Mid-Continent Migrants, in "The Southwestern Social Science Quarterly," June 1962.

This document presents the results of a 1957 survey made in six specially chosen southern Texas cities, where migrants were questioned regarding (1) family characteristics, including movement, employment, earnings the previous year, family size, and cultural background, and (2) problems causing educational difficulties for their children. Current trends and projects which are helping to alleviate some of the problems are named and briefly discussed.

Michigan State Dept. of Labor, Michigan Employment Security Commission, 1970 Farm Labor and Rural Manpower Report, Detroit, Michigan, 1970.

In an effort to provide better manpower services to workers and employers in rural areas, the Farm Labor and Rural Manpower Service established new manpower service centers in four Michigan counties during 1970. The field staff provided referral services to over 1,000 migrant families and provided part-time personnel services during periods of peak loads in many counties in order to expedite supportive services.

Michigan State Government, Governor's Task Force on Migrant Labor, Final Report, Michigan, October 9, 1969.

Michigan's 9-member Task Force on Migrant Labor, established in 1969, was charged by the governor (1) to develop and provide for carrying out more effective ways to coordinate the functions of state government, to better utilize available resources, and to enforce existing laws; (2) to determine whether existing law in this field is adequate or whether additional laws should be recommended to the legislature; and (3) to determine whether there are additional needs for state programs to deal with non-migrant Mexican Americans in Michigan.

Michigan State Dept. of Education, Handbook for Teachers of Migrant Children, Lansing, Michigan, 1970.

A wide spectrum of the educational problems common to migrant children are covered in this teacher handbook. Several pages are devoted to developing an appreciation for, understanding of, and emphathy for, the migrants and the problems they face.

Migrant Action Program, Migrant Action Program, Annual Report, 1967, Mason City, Iowa, 1967.

Describes activities for migrant workers and their children which include nursery services, day care services, child education programs, adult educational programs, and family health clinics. Financial analysis and population statistics are included.

Milwaukee Public Schools, A Special Program For In-Migrant and Transient Children in Depressed Areas, Project Proposal, Milwaukee, Wisconsin,

Proposed is the establishment of six experimental centers in Milwaukee to which in-migrant children would be referred when applying for public school admission. A request for funding for three years is made to permit a fair evaluation of the program effectiveness.

Moore, Harold E., and Schufletowski, Charles, Southwestern States Developmental Project Relating to Educational Needs of Adult Agricultural Migrants. The Arizona Report, Arizona State University, College of Education, Tempe, Arizona, January 1965.

A study of educational needs of migrants was conducted from September through December 1964, in Arizona, Colorado, New Mexico, and Texas. This report, concerned with the Arizona study, identified the most complicated problem as the lack of coordinated attack on migrant social, economic, health, and educational relationships by local, State, and Federal agencies.

Moser, Collette, Comp., Labor Market Information in Rural Areas: Proceedings of a Conference, Michigan State University, Manpower Administration, Washington, D. C., 1972.

Major areas emphasized in this document are (1) data needs for manpower planning and policy-making by public officials for rural areas, (2) employer needs for labor market information in order to locate and operate in rural areas, (3) labor market information needs of current and potential job seekers in rural areas, and (4) the role of U. S. government agencies.

Murphy, Sara, First Comes Love and Understanding, in "Southern Education Report," Vol. 3, No. 7, Nashville, Tenn., March 1968.

As a result of a study by the Arkansas Department of Education on the needs of migrant children, a grant was obtained for the purpose of establishing a special summer school program for migrant youth in the extremely economically depressed Springdale, Arkansas, School District. This site was chosen because of its close proximity to a large migrant labor camp and the characterization of its schools as having an extremely high dropout rate (as high as 50 percent in the all-Negro Childress High School and between 10 and 15 percent in the formerly all white Wynne High School).

National Advisory Council on the Education of Disadvantaged Children, Educating The Disadvantaged Child: Where We Stand. The 1972 Annual Report To The President and the Congress, Washington, D. C., March 31, 1972.

This report, the Eighth Annual Report of the National Advisory Council on the Education of Disadvantaged Children (NACEDC), is presented as a commentary on the previous year's administration of the programs for disadvantaged children, with recommendations for the future.

National Migrant Information Clearing House, Directory of Migrant Health Services in Selected States, Juarez-Lincoln Center and Migrant Referral Project, Austin, Texas 1973.

This is a directory of migrant health services for use by migrant and seasonal farm workers in states utilizing significant numbers of migrant and/or seasonal farm workers. Services provided, time of operation and location of all available health services are listed. It is very comprehensive.

National Migrant Information Clearing House, Migrant Programs in Texas, Juarez-Lincoln Center, Austin, Texas, 1973.

This is a handbook and directory for agencies working with migrant farm workers in Texas. Virtually all the programs for migrants are included in this comprehensive manual, including Title III-B, CAMP, HEP, Title I Migrant, Migrant Health, and Migrant Family Housing Centers.

New York State Education Dept., Report of the 1962 Summer School Program For Children of Migrant Parents, Albany, 1963.

Summer school programs conducted in several centers for children of migrant parents in New York State were described. A child care center and transportation were provided. The budget for the several centers varied with size, program, and specific problems. Emphasis was placed upon basic skills in language arts and arithmetic. A close relationship among parents, growers, and the public, helped to promote the program.

North Carolina State Board of Education, Dept. of Public Instruction, Migrant Education Administrative Handbook, Raleigh, N. C., April 1971.

The Handbook, published by the State Department of Education of North Carolina, was designed to provide answers to many questions pertaining to the administration of migrant education projects. As stated in the Handbook, "local educational agency personnel who have a responsibility in the local migrant education project should become familiar with this material and should make use of it during the design, development, implementation and evaluation of the project."

North, David S., The Border Crossers: People Who Live in Mexico and Work in The United States, National Technical Information Service, Operations Division, Springfield, Virginia, April 1970.

This study investigates the characteristics of the border crossers and their role in federal programs, and analyzes their impact in depressed areas. In order to obtain information about the estimated 100,000 commuters working in the United States, a team of bilingual Mexican Americans interviewed Mexican citizens legally and illegally working in the United States, and U. S. citizens living in Mexico and crossing the border to work.

O'Farrell, Brigid, A Study in Child Care: "Tacos and Tulips," National Center For Educational Communication (DHEW/OE), Washington, D. C., November 1970.
The Holland Day Care Center in Michigan serves a diverse community of anglo children of Dutch ancestry and children of former migrant workers of Chicano, Black, Puerto Rican and Cuban origins who have settled in the area.

Office of Economic Opportunity, OEO Programs for Migrant and Seasonal Farm Workers, Office of Economic Opportunity, Washington, D. C., 1971.
The major thrust of Title III-B programs is to prepare migrant and seasonal farm workers for upgraded jobs and to prepare entire farm worker families for alternatives to farm work if they so desire. These alternatives, supported through projects for adult heads of households, emphasize skill training in preparation for actual job placement. Augmenting the efforts in economic upgrading are family rehabilitation, day care, and housing programs.

Oregon State Dept. of Education, Study of Migrant Children in Oregon Public Schools, Salem, Oregon, 1960.
A pilot program for educating migrant children was authorized by the Oregon legislature to study problems of migrant education during the regular school year. A questionnaire was formulated to interview migrants in order to picture problems facing local school districts. An analysis was computed and information was divided into "Anglo" and "Spanish-speaking" categories.

Petrie, Ronald G., et al., Guide to Organization and Administration of Migrant Education Programs, Colorado State Dept. of Education, Denver, Colorado, 1963.
Educational programs for children of migrant workers should bring children within the influence of well-trained teachers. Program supervision and administration should be a state responsibility. The state official should be responsible for determining where and when programs are to be initiated for developing standard procedures for local systems, for organizing inservice educational programs, and for providing needed material and personnel resources. A listing of sources to be contacted for help with migrant needs is included.

Potts, Alfred M., Knowing and Educating the Disadvantaged, An Annotated Bibliography, Adams State College, Alamosa, Colorado, 1965.
"Knowing and Educating the Disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, American culture, directories, bibliographies, guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, Indian education, migrant education, primary education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, Indian Americans, labor, language and language arts, legislation, migrants, minority groups, Negro Americans, poverty psychology, public relations, Puerto Ricans, sociology, Spanish Americans, and tests and testing.

Potts, A. M., Providing Education for Migrant Children, Colorado State Dept. of Education, Denver, 1961.

Problems characteristic to educating the migrant child and the structure, content, and methodology of education that would meet the needs of migrant children were studied. The study was confined to migratory people who traveled in families and were domestic Americans. Topics studied included the administrative organization of the educational programs, financial support of educational programs, social understanding, movement of migrants, causes of migration, aptitudes of migrants, curriculum needs, classroom methods, and teacher needs and preparation. Methods used included factual research studies, experimental studies, conferences, and workshops designed to broaden the readiness of teachers and administrators to deal with the problems of educating migrant children. The study was centered in the Inter-Mountain Stream of the Southwest whose population was composed of Spanish, Anglos, and Indians.

Price, Daniel O., A Study of Economic Consequences of Rural to Urban Migration, A Final Report, Volume III, Tracor, Inc., Austin, Texas, December 1969.

This is the third and last volume of a study that analyzed rural migration patterns of Mexican Americans, Negroes, and Anglo-Americans who moved from the southern states to urban areas. The study examines differences in family characteristics between migrants and nonmigrants, migrants' perceptions about anticipated conditions in the city and actual conditions, and adjustment of urban migrants to their new surroundings.

Ruopp, Richard R., A Study in Child Care: "Like Being At Home," Day Care Programs Reprint Series, National Center for Educational Communication (DHEW/OE), Washington, D. C., November 1970.

The Greeley Parent Child Center in Greeley, Colorado, is a year-round center serving primarily a Chicano migrant or settled-out migrant population. A comprehensive child care program is offered during the day, and educational programs for the parents are available during the evening.

Saldaña, Nancy, Mexican Americans in the Midwest: An annotated Bibliography, Michigan State University, Rural Manpower Center, East Lansing, Michigan, July 1969.

Some 128 sources dating from 1928 to 1968 comprise this selected bibliography of sources dealing with Mexican Americans living in parts of the Midwestern United States and with those factors most significant in migration and settlement by this population.

Schunur, James O., A Synthesis of Current Research in Migrant Education, Manager, Duplicating Service, New Mexico State University, Las Cruces, New Mexico, May 1970.

Purposes of this document are to present a broad view of migrant education which would inform educators of the current practices and procedures being employed and to provide impetus for more and better migrant education programs. The scope of this research synthesis encompasses the age range of the migrant (and his education) from cradle to adulthood.

Sciara, Frank, Ed.; Shively, Ben F., Ed. Indiana Migrant Education Programs; A Guide for Educational Program Objectives and Appraisal, the 1971 Indiana Workshop for Teachers of Migrant Children, Geneva Conference Center, Rochester, Indiana, August 1971.

The purpose of this guide is to provide administrators and teachers who work in education programs for migrants with a tool which may be useful in guiding the development and appraisal of such programs.

Segalman, Ralph, Army of Despair: The Migrant Worker Stream, Educational Systems Corp., Washington, D.C., 1968, 24 p.

Migration patterns in Texas, Florida, California, the Southeastern States, and elsewhere are examined through official reports, statistics at rest camps, migrant children's registrations in New Mexico, conversations, and informal observations. It concludes that the plight of the migrant worker will grow more dismal unless he masters new skills to cope with today's industrial revolution in agriculture. (SW)

Simons, J.W.; and others, Housing for Migrant Agricultural Workers, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., August 1970.

Intended to assist the producer in meeting the housing regulations of federal, state, and local governments for migratory workers and thereby to attract better labor through adequate housing, this handbook contains discussions of the migrant-labor situation; regulations and standards; general housing considerations.

Smith, George W., Ed.; Caskey, Owen L., Ed., Promising School Practices for Mexican Americans, Southwest Educational Development Lab., Austin; Texas Tech Univ., Lubbock, 1972.

The designers of 66 projects intended to create meaningful and productive educational experiences for Mexican American children with impoverished backgrounds describe and evaluate their programs. In the various articles, programs in the areas of readiness and orientation, language development, bilingual instruction, English-as-a-second language and oral language, reading, parent involvement, self-concept enhancement are described. The compilation also includes discussions of migrant programs, special programs for Mexican American student, and research reports on Mexican American projects in education. (MJB)

Southwest Educational Development Lab., Evaluation of Migrant Education in Texas: A Summary, Austin, 1969.

The Southwest Educational Development Laboratory conducted a study of migrant education in Texas under a contract with the Texas Education Agency. Laboratory and professional consultant-observers who spent more than 2,000 hours of direct on-site visitation time and conducted interviews with some 1,300 respondents--including administrators, teachers, migrant parents, migrant students, and various support personnel.

Southwest Educational Development Lab., Mobile Head Start Program for Migrant Children and Parents. Final Report and Strategies for Continuation Activities, Office of Economic Opportunity, Washington, D.C., November 1, 1970.

In the summer of 1969, the Southwest Educational Development Laboratory undertook the implementation of a mobile migrant project to serve a designated group of preschool migrant children. The project was to consist of (1) a summer program in 1969 in at least 2 "in trek" locations, (2) integration in the 1969-70 school year with the McAllen early childhood demonstration center, and (3) a summer program in 1970 in mobile situations.

Taylor, Howard W., Agricultural Mechanization and the Migrant in New York State, State University of New York, Genesco. Center for Migrant Studies; State University of New York, Genesco. College of Arts and Science, New York, 1972.

This study examined the rate and causes of agricultural mechanization in New York State and its effect upon the economic and living conditions of migrants, as well as the possible solutions to the problems uncovered. Examined in various stages of mechanization were three specific areas where potatoes, snap beans, and apples are grown. Then, a state-wide study of agents and agencies providing alternatives to unemployment and welfare for displaced migrant workers was made.

Texas Education Agency, The Texas Project for Education of Migrant Children Austin, Texas, 1966, 22 p.

Describes the need for compressed educational instruction for migrant children during the home base period and presents general guidelines for designing curriculum. This document is available from the Division of Compensatory Education, Texas Education Agency, Austin, Texas 78711.

Texas Education Agency, Proposed Curriculum Program for Texas Migratory Children, Austin, October 1963, 215 p.

A study on educating migrant children concluded that a six-month school providing the same instructional time as a nine-month school would better serve these children. An advisory committee recommended a nongraded continuous progress curriculum giving priority to English, then mathematics, and then social studies. Detailed curriculum outlines are presented by subject and by grade. Included are objectives, motivations, activities, course content, evaluation, and available materials. (SF).

Texas Education Agency, Texas Child Migrant Program, Austin, Texas, 1972.

This is a source handbook of information for school districts participating in the Texas Child Migrant Program. The booklet describes program activities, the Texas Plan, Preschool Program, Four Year Old Program, The Seven Month School, and all other migrant projects sponsored by the Texas Education Agency.

Texas Education Agency, Reading Supplement to Curriculum Guide for Texas Migratory Children, Austin, 1963, 75 p.

Curricular guides to the teaching of reading to migrant children in grades one through six are presented. Objectives are to teach such essential skills in work recognition as contextual clues, word form clues, phonetic analysis, and structural analysis. The teaching of such cognitive skills as apprehending the main idea, finding supporting details, determining sequence, following directions, drawing inferences, following sequence in events and stories, using reference material, and reacting to material read is emphasized. The curriculum is to be developed along organized lines, starting with reading readiness, and progressing to word recognition, comprehension, purposeful reading at a definite rate based on the purpose, vocabulary development, acquisition of study skills, and oral interpretation.

Texas Education Agency, Proposed Curriculum Program for Texas Migratory Children, Austin, 1963, 35 p.

A special curriculum is envisioned which would include an eight-hour school day for six months of the year. Emphasis would be placed on English, mathematics, and social studies. Student progress would be determined by standardized tests, or tests designed for the special curriculum. Daily and yearly scheduling of class time, and subjects to be included in grades one through eight, are discussed.

Texas State Department of Health, Migrant Health Program Texas - Annual Report 1970, Austin, April 1971.

The major portion of this annual report is divided into four chapters: (1) migrant health: background and objectives; (2) the migrancy situation; (3) state report and regional reports; and (4) a look to the future. Projects relate to such topics as health, education, employment, housing, sanitation, family planning, and nutrition.

Thomas, Donald R., Determining an Effective Educational Program for Children of Migratory Workers in Wisconsin (Phase I), Wisconsin University, School of Education, Madison, Wisconsin, 1961, 58 p.

The education of migratory workers' children is of great concern to states where farming is among the principal industries. The two objectives presented are: 1)predicting the time and place of arrival in Wisconsin of specific migrant children; and 2)gathering educational information on these children in advance of their arrival.

Threlkeld, Paul T., The Effectiveness of Michigan Migrant Primary Interdisciplinary Project (MMPIP) Curricula in Helping Children with English Language Problems, available from author, 1970.

To evaluate the effectiveness of the Michigan Migrant Primary Interdisciplinary Project's (MMPIP) "Interdisciplinary Oral Language Guide; Primary One" in helping first graders having limited control of standard English with the oral language they require for school, six unique conditions were imposed on bilingual and non-bilingual students (N=180) from five southern Mighican school districts.

Washington Office of the State Superintendent of Public Instruction, Handbook and Guidelines: Migrant Education. Revised Edition, Olympia, Washington, February 1972.

The national goals and the migrant sections of Title I of Public Law 89-750, Public Law, 90-247, and Public Law 91-230 are described in this handbook and guidelines for migrant education. Washington state regulations and the national guidelines pertaining to migrant education are also described. An overview and administrative responsibilities are also listed.

Wertheimer, Richard F., II, The Monetary Rewards of Migration within the United States., Urban Inst., Washington, D.C., March 1970.

This study focuses on the economic benefits derived by the migrant from migration. The report presents a methodology for computing monetary benefits, an estimate of these benefits, and implications of the findings for public policy.

Wisconsin State Department of Public Instruction, Wisconsin Migrant Education Program. 1971 Evaluation, Madison, Wisconsin, 1971.

1971 Migrant education program evaluation in Wisconsin.

APPENDIX

SOUTHWEST FEDERAL REGIONAL COUNCIL

Post Office Box 50027 Dallas, Texas 75250 (214) 749-1431

MEMORANDUM

TO: Interim Migrant Steering Committee DATE: March 28, 1973

FROM: Jerry D. Stephens
Director/SWFRC

RE: Proposed Action Plan for Inter-regional Migrant Services Coordination

Following the meeting in Dallas on March 27 of representatives of the Dallas and Chicago Federal Regional Councils, various Federal and State agencies, the Texas Governor's Office and the Texas Migrant Coalition, the attached action plan was prepared by myself and members of the Southwestern Educational Development Laboratory for your review and approval.

The Dallas and Chicago representatives are encouraged to bring this matter to the attention of the Councils at their April 3 meeting for approval of the proposed action plan. Establishment of the standing Inter-regional Migrant Steering Committee should be accomplished by June 6, coincident with naming the membership.

Should you care to make any changes to the attached plan, please call me as soon as possible (214-749-1431). Thank you for your interest and cooperation.

Ray Hruska, DHEW,V
Dan Cardenas, Texas Migrant Coalition
Paul Milan, DHEW, VI
Wayne Brown, STCBC, Texas
Bill Cecil, DOL, VI

cc: H.D. McMahan
Harvey Bradshaw
Tom Camp
George Bardahl

INTER REGIONAL COORDINATION OF MIGRANT SERVICES: 3/28/73

STEPS TOWARD EFFECTIVE ACTION

PURPOSE:

The Chicago and Dallas Federal Regional Councils have identified major problem areas in the home-base and in-trek coordination of migrant services, and the record transfer system for migrant student health and education records.

Questions have been raised in conferences between the two regions about the numerous projects and services established for migrant farm laborers and families, including: coordination of education programs (home based and in-trek); referral systems; and advocate agencies attempting to facilitate upward mobility.

The Southwestern Educational Development Laboratory, a private non-profit corporation with extensive experience in the field of migrant services, is proposed as a consultant to the Federal Regional Councils in a multi-phased approach designed to bring about effective action on an inter-regional basis on problems affecting migrant farm laborers and their families.

The first phase would involve the establishment of a inter-regional, intergovernmental steering committee, and the preparation of a preliminary planning guide to quantify problems facing the migrant population. The purposes of this first task, to be completed within three weeks of the commitment to fund, should include:

1. The identification of major projects and studies initiated during the past six years which impinge upon coordination of migrant services.

2. The provision of an informational synthesis on transfer systems such as the Migrant Student Record Transfer System (MRSTS).

3. The identification of newly funded projects in HEW, DOL, OEO and other Federal and State agencies which bear significantly upon the issues of program coordination of migrant services.

4. The identification of significant research on problems associated with migrant farm laborers and families through ERIC and other similar informational and abstracting services.

5. The development of recommended priority areas for inter-regional migrant services coordination, including the preparation of a proposal for a short term (three to six month) review and assessment project to be supported by the Dallas and Chicago Federal Regional Councils.

OBJECTIVES OF PHASE I:

The objectives of the first phase will be to produce a preliminary planning guide (PPG) which:

1. Provides a compendium of research, survey and demonstration projects at the State and national levels.

2. Includes a plan for a short term study and assessment with a time-table of scheduled tasks for implementation of the plan.

3. Identifies legislation affecting migrant farm population and the respective Federal administrative policies promulgated in conjunction with the legislation.

APPROACH:

A steering committee composed of five members will be established by April 6 representing the following organizations: the Chicago and Dallas Federal Regional Councils (Directors, Secretariat or Migrant T.F. Chairmen), Texas Governor's Office (S.Texas Cultural Basin Commission), Texas Migrant Coalition (Chairman), and the Region VI DHEW Migrant Services Coordinator.

The Southwestern Educational Development Laboratory (SEDL), serving as a consultant to the Federal Regional Councils, will produce a preliminary planning guide (PPG) for review and discussion by the steering committee. The PPG will be completed and presented to the committee within three weeks from the date of initiation (estimated to commence following joint approval by the FRC's on April 3 and consumation of the contract with SEDL).

The PPG will be reviewed by the steering committee and recommendations made to the Dallas and Chicago Councils for subsequent action including joint funding of the proposed short term review and assessment project.

It is recommended that following commencement of the PPG that appropriate Federal and State department heads, OMB/PCD and the Under Secretaries Working Group be fully appraised of the proposed inter-regional migrant services coordination project.

Following the short term review and assessment project, a major evaluation focusing on a well defined area of migrant services coordination may be proposed which has significant policy implications for Federal action.

PRELIMINARY PLANNING GUIDE	SHORT TERM REVIEW & ASSESSMENT PROJECT	EXTENSIVE EVALUATION PROJECT
(3 weeks)	(3-6 months)	(9-12 months)

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION V CHICAGO

TO : Richard E. Friedman
Regional Director

DATE: March 30, 1973

FROM : Ray Hruschka
ARD for Regional Council

SUBJECT: Meeting in Dallas to Discuss Chicago - Dallas Regional Council Joint Efforts on Behalf of Migrants - March 27, 1973

Jerry Stevens, Dallas Regional Council Staff Director did an excellent job of arranging and conducting this exploratory meeting to discuss:

1. Evaluation of the Little Rock, Arkansas - Migrant Student Record Transfer System (MSRTS) and ways that the Southwest Educational Development Laboratory might assist both Councils on migrant problems.

2. Specific projects in which staff of both Regions could work together with staff of State agencies and Governors' offices in improving services to migrant people this year.

Those attending the meeting chaired by Mr. Stevens included:

Jerry Brader - Office of Education - Dallas (Federal)

Wayne Brown - Director of the G.S.T.C.B. Commission - Governor's staff (State)

Tom Camp and two other staff members of the Southwest Educational Development Laboratory of Austin (consulting firm)

Dan Cardenas - Migrant Referral Project - Austin (private agency)

Reuben Carrazo - ORD-DHEW - Dallas - assigned to the Greater South Texas Cultural Basin Commission (Federal-State)

Raymond Hruschka - Regional Council staff - Chicago (Federal)

Note: Paul Milan - ORD - Dallas - on temporary assignment to the Texas Governor's Office, to secure information regarding services to migrants being provided by State agencies public and private, was unable to be present, but will be a part of this group.

Jerry Brader of the Dallas Office of Education staff made a most important contribution to the meeting by describing in detail, the entire history and operation of the Little Rock, Arkansas - Computerized Migrant Student Record Transfer System. Because so many people know so little about this operation, this report will summarize much of what Mr. Brader explained to us.

The system has been in operation since 1970 by cooperative agreement of 43 States. There are now 340,163 childrens' records in the system, with 137 computer terminals in the 43 States. Five staff members and five terminal operators in Little Rock process information. This is sent by teletype on leased phone lines. There is an average of 12,500 "inquiries" per day and a 2 to 5 day turn around time because it is sometimes necessary for some schools to mail data. The program is supported nationally by Title I migrant funds of approximately $500,000.

Each of the 43 States involved has a staff member funded by Title I migrant money, to work on behalf of migrant children. Each Regional Office has a staff member with responsibility for migrant programs who relates to the State staffs.

Workshops are conducted in each cooperating State each year to teach local school staff about the operation of the Little Rock Center and the way to submit data and secure information. Only school people have access to the system at present. Others in health and in other related fields may secure access to the computer, however, through local school staff.

Although there have been many problems involved in setting up this program, the system is operating fairly well. In the near future they will be making some physical changes in the system as well as in the record print-out forms. These changes should improve the entire operational considerably. A copy of the print-out sheet currently being used is attached. (Item #1)

We discussed all sorts of questions and problems with Mr. Brader who was most knowledgeable and honest in his responses. He indicated that it is an opportune time for the two Regional Councils to start working together on migrant problems but that any evaluation of the Center should be deferred until the Veloz Report is received and the planned changes are made in the Center. Joint Council efforts will assist or be assisted by the following:

1. The changes and resulting improvements which will be made in the Little Rock System in the very near future.

2. The new contract now being negotiated in Washington with the Little Rock School System to operate the computer.

3. The study of the present system which is now being completed by Phillippi Veloz of the University of New Mexico at Los Cruces. This should be available in May.

4. The good possibility of the "Bilingual Education Act" passing in the Texas legislature. Staff of the Governor's office and others are optimistic. This will benefit migrant children greatly.

5. The efforts being made to pass the "Better Schools Act" - nationally - which will also help migrant children - if passed.

6. The need to improve "fidelity to the system" and to utilize better the information that is now available. Council staff in both Regions could assist greatly in this.

7. The need to change policies to enable easier "in-put" and securing of information by health agencies and others. Both Councils acting together should be able to affect necessary changes.

8. The scheduled National Migrant Conference to be conducted by the Office of Education in Little Rock on May 21 - 24, at which time a tour of the Computer Center will be conducted. Staff of both Regions attending this conference could use it as an opportunity to get together to plan their joint effort.

Two very serious problems were mentioned that were worthy of research. Both Councils may wish to recommend that the Office of Education and/or the Under Secretaries Group support research to answer these questions:

1. Why do so many migrant children drop out of school after two years and another very large number after seven years - most of whom - especially girls - never return to school - What can be done to correct this situation?

2. What specific high-level policy changes in OE, HSMHA, SRS and DOL are necessary in order to improve services to migrant people in the areas of health, education, employment and social services - What are the specific areas, if any, where present legislation, policy, administrative practice or tradition prevent sensible improvements in delivery systems of services to migrants?

3. What can be done to eliminate such restrictions on sensible practice.

DECISIONS MADE

After much discussion, our group decided:

1. To establish an ad hoc "Steering Committee" to insure progress in two major areas - <u>study</u> and <u>action</u>. This Committee would consist of

Jerry Stevens of the Dallas FRC, Ray Hruschka of the Chicago FRC, Al Moreno of the Rural Committee of the Spanish-Speaking Task Force (Chicago), Wayne Brown of the Texas Governor's staff, Dan Cardenas of the Migrant Referral Project and Paul Milan of the Dallas DHEW staff (now assigned to the Texas Governor's office. Tom Camp of the Southwest Educational Development Laboratory would serve as a consultant.

2. The Southwest Educational Development Laboratory would develop a "preliminary planning document" - a proposal of future planning and study activities that could be supported by both Councils. The proposal and estimated budget is attached. (Item #2) A most important part of this proposal is the preparation of a collation or compendium of existing studies and recommendations on which to base a sound plan of joint action by the two Councils.

3. The Steering Committee members would explore areas or projects which staff of the two Regional Offices plus staff members of Governors' Offices could start to work on immediately - <u>in order to improve services to migrant people this year</u>.

While in Dallas, I talked with Glenn Bell, their Migrant Health Representative, Jerry Brader of the Office of Education and Dan Cardenas of the Migrant Referral Project and Wayne Brown of the Governor's office about possible joint efforts. On returning to Chicago, I contacted Fran Sugrue, our Migrant Health Representative, Vince Burdin, our acting Title I Migrant Representative, and Al Moreno of the Department of Labor to get their suggestions. All seemed to be enthusiastic about the possibility and value of joint efforts between the Regions on specific projects this year.

Recommendations:

On the basis of the meeting in Dallas and my conversations with Federal State and private agency staff in Dallas and Chicago, I recommend that:

1. The Chicago-Dallas Ad Hoc Steering Committee select a few projects or activities on which we can work together immediately that would help improve services to migrant people this year. Specific projects suggested to date are:

    a. Follow-up in both Regions of a 600 Family Blue Cross-Blue Shield Project funded by DHEW (Migrant Health).

    b. Intensive referral-follow-up activity between two or more selected Migrant Health Clinics in both Regions. For example, the Berrien County Clinic in Michigan (Dr. Locey) and the Harlingen County Clinic in Texas (Mr. Hawkins).

c. Contact between Title I Migrant staff of the Departments of Education of Texas and the States of Region V arranged by Office of Education staff to evaluate efforts and that steps to encourage improving educational services to migrant children.

d. Cooperate with the Migrant Referral Project in their plan to develop a Directory of Health Services in the Texas "migrant user" States - Supplement this directory with information on other services, such as food stamps, day care, rest centers, etc.

e. Assist the Little Rock Center and the users to improve the "fidelity to the system" and make data more available to health and other agencies.

2. Add to our Ad Hoc Steering Committee, selected people in each Region who would be able to accomplish the objectives selected - as part of their regular job responsibility. Steering Committee members could assist in the work of sub-committees that are appointed.

Suggested organization for both Regions to get the job started:

Region V Staff		Region VI Staff
Fran Sugrue	- Migrant Health Representatives	- Glenn Bell
Vince Burdin	- Title I Representatives	- Jerry Brader
Michigan	- State Migrant Education Reps.	- Texas
Dr. Locey	- Health Project Direction	- Mr. Hawkins
Al Shipstead	- Governors' office staff	- Wayne Brown
Al Moreno	- Department of Labor	-
	- State-Federal	- Paul Milan
	- Private Agency	- Dan Cardenas
Ray Hruschka	- Regional Council	- Jerry Stevens
	Tom Camp - Consultant	

This report and suggested plan has been sent to Jerry Stevens to share with Mr. McMahon and will be sent to staff involved if you and Mr. McMahon agree we should proceed. All those consulted feel we should select a few things and try to do them well. It may be that our Ad Hoc Steering Committee will want to re-examine the recommendations of our Inter-Regional Team Report of January 30, 1973 (attached - Item #3) in selecting projects for action this year and for the future.